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ABSTRACT

Project RETAIN (Retention in Education Technical Assistance and Information Network) is a Florida project that assists school districts through identification and dissemination of effective practices that keep students with mild disabilities in school. One part of the project was the development of a database of school district efforts in the area of current transition programs. This database provides information to practitioners, administrators, agency personnel, parents, policymakers, and other interested professionals. Data were derived from descriptive materials collected from districts across the state. Materials were analyzed and data were entered into the database and periodically updated. Contents of the transition database have been organized into a dissemination format which includes: (1) a cover page (providing data on contact person/s, district size, verification, initiatives, transition team members, and program status); (2) the transition continuum (with data on transition planning, four levels of employment training, vocational education, and postsecondary training); and (3) program components (covering planning documentation, program documentation, interagency cooperation, curriculum, transition services, dropout prevention, and types of students served). Some overall implications of the data collection effort are noted. Appendices list contact persons, sample materials, and program descriptors. (Contains 14 references.) (DB)

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ED 379 866

Information and Services for Adolescents and Adults with Special Needs

Florida NETWORK

Statewide Transition Database: Update

Second Edition

Bureau of Education for Exceptional Students
Division of Public Schools
Florida Department of Education

1994

EC 303739

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Statewide Transition Database: Update

Second Edition

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Preface

The Statewide Transition Database was originally designed (1991-1992) to collect information on transition programs offered throughout Florida. During the second revision of the database study, a Statewide Transition Database was updated to reflect current prevention programs across Florida. In addition to updating the Statewide Transition Database, another database, the Dropout Prevention Database, was developed. These two databases provide information on current transition and dropout prevention programs to practitioners, administrators, agency personnel, parents, policymakers, and other interested professionals. What is unique about the database information is that the Statewide Transition and Dropout Prevention Databases were built in an effort to facilitate the sharing of transition and dropout prevention programming practices across districts in order to improve services for students with disabilities. These databases are housed in the ***Florida*** **Network** Resource Center. The information from the databases is disseminated through monographs, technical assistance packets, presentations, and the ***Florida*** **Network** newsletter.

This report is the second report on the Statewide Transition Database. This second edition reflects an update of the information contained in the database. Attempts were made to make the Statewide Transition Database as representative as possible of the current programming across Florida. However, partly because of the changes mandated by the Individuals with Disabilities Education Act (IDEA), programming in Florida is experiencing a growth spurt. The data reported here are representative of the district data sent to the researchers for the 1992-93 year. It is possible that current programs are not represented in this database, but these programs will be included in subsequent updates. Because this is a revision of an earlier report, some of the same information has been reiterated with current data.

Acknowledgments

Several individuals have contributed to this study and the development of this document. Their contributions were great and warrant mention. First, a special thank you is extended to the exceptional student education contact persons who gave their valuable time to participate in this study. Their responses were timely and thought-provoking. Second, the contribution made by Dr. Sara Pankaskie from the Florida Department of Education, Bureau of Education for Exceptional Students, should not go unrecognized. Sara has been supportive and offered assistance throughout this study. And finally, Vicki Tucker and Beth A. Maxwell deserve recognition for their editorial and layout work.

Introduction

Studies of transition at national and state levels document that a substantial number of youth with disabilities (30%) are exiting school without graduating (Clark & Kolstoe, 1990). These young people have experienced difficulties finding employment--recorded unemployment figures average around 27% (SRI International, 1989; Edgar, 1987). Recent outcome studies conducted in Florida (Rollins, 1989; Menchetti, English, Burkhead, Leach, & Johnson, 1990) report that 50-80% of high school leavers are unemployed. Additionally, studies in Florida have documented that 25% of students with disabilities drop out before their senior year in high school thereby reducing their access to training opportunities (Department of Health and Rehabilitation Services, 1989; Menchetti et al., 1990). Research indicates that students with disabilities are at greater risk of dropping out than their peers who are nondisabled (Butler-Nalin & Padilla, 1989). Moreover, individuals with mild disabilities are at an even greater risk of leaving school before completion with dropout rates of more than twice that of students without disabilities (deBettencourt, Zigmond, & Thornton, 1989; Edgar, 1987).

Legislation at the national level has been passed supporting the transition programming concept. This legislation includes the Carl D. Perkins Vocational and Applied Technology Education Act, Americans with Disabilities Act (ADA), and Individuals with Disabilities Education Act (IDEA). IDEA, perhaps the most comprehensive legislation in the transition area, defines transition as a coordinated set of activities to include:

- postsecondary education
- vocational training
- integrated employment
- continuing and adult education
- adult services
- independent living
- community participation.

The coordination of these activities shall be based upon individual student preferences, interests, and needs including:

- instruction
- community experiences
- development of employment

- post-school adult living objectives
- daily living skills (Kochhar, 1991).

This definition couples gainful employment with the capacity to live, socialize, and engage independently in community life. Providing transition services that assist youth with disabilities to obtain gainful employment and to live independently is a challenge for all educators. Central to this challenge is the restructuring of programs at the secondary and postsecondary levels to meet the future employment and independent living needs of students as they enter the workplace and community. Furthermore, the educational system must implement the most effective methods to allow students with mild disabilities to take full advantage of training programs currently available.

In response to documented needs, Florida legislators passed two pieces of transition-related legislation. First, Section 232.145 of the Florida Statutes requires school districts, during individualized educational plan (IEP) meetings, to identify the student's postschool needs. Second, the Education for Handicapped Adults Act (Florida Department of Education, 1990) provides additional funding to school districts who wish to offer programs in local school districts or community colleges for adults with disabilities. In addition, many statewide resources such as initiatives, projects, and products are available to educators to support the development or improvement of transition services within school districts. These resources, supported by federal and state funds, are based at universities, school districts, agencies, and the Florida Department of Education. The resources represent collaborative efforts among vocational education, special education, dropout prevention, and vocational rehabilitation programs; higher education institutes; adult service providers; and other agencies that provide transition services. The Blueprint for Career Preparation, Tech Prep, Project RETAIN: Retention in Education Technical Assistance Information Network, and the Statewide Transition Database are some examples of the resources described in this section. For further information on these and other resources please contact the ***Florida*** **Network** (904) 392-0701 ext. 267 or the Florida Department of Education's Clearinghouse / Information Center (904) 488-1879.

Rationale for Study

Based on the legislative, programmatic, and financial support that Florida has offered school districts to develop transition programs, it is likely that school districts in Florida have many components of comprehensive programming. This study updated the previous Transition Database covering programs for students with disabilities.

Methodology

Conceptualization

The methodology of this study is based on a literature review of similar national and state studies, and it was patterned after two state-level policy studies conducted by Repetto, White, and Snauwaert (1989) and Snauwaert and DeStefano (1990). In these two studies, transition-related guidelines, documentation, and legislation from all states and territories were collected and descriptored into a database. The resulting outcome for each study was a comprehensive description of state-level transition policy across the United States. Similarly, the intent of this Statewide Transition Database was to update the present comprehensive description of district-level transition programming across Florida. Therefore, following the methodology of the national studies, updated transition-related materials were collected from each district in Florida.

The decision to collect and descriptor materials from districts across Florida, as opposed to other forms of data collection, was further supported by several other factors. First, a more comprehensive picture of programming within a district would be drawn from materials actually used in program development. Second, materials gathered from all districts would assist in determining the best methods of descriptoring the data based on actual programs. Third, a collection of materials would build a comprehensive resource library that would be shared with educators across the state.

Contact Persons

Florida **Network** contact persons were used for data collection in this study. Contact persons were identified by the ESE administrators in each district to serve as liaisons between the districts and ***Florida*** **Network**. Each district's ESE administrator either chose to become the contact person or selected an appropriate individual in the school district to act as the contact person. Through this method, contact persons were identified for all 67 districts (see Appendix A).

Initial Data Collection

In November 1992, ESE contact persons were sent a list of all materials (see Appendix B) used in transition planning by their district that were sent to ***Florida*** **Network** during the 1991 transition data collection. The contact persons were asked to review the list and to send additional materials and information regarding transition programming to ***Florida*** **Network**. Contact persons who did not respond to this request were contacted by telephone.

Descriptor List Development

In the 1991 Transition Database, a draft descriptor list was generated through a review of the literature covering effective transition practices. Once materials were received from all 67 districts, two districts from each of the different size groupings (large, medium, medium/small, and small) were selected. The process of developing the descriptor list and of using it to describe the materials sent from these eight districts was accomplished by consensus between two researchers (Repetto, Tulbert, & Schwartz, 1993). The draft descriptor list was then modified to accommodate components of these eight transition programs. As a final check, the *revised* data collection form was tested on a different set of district transition programs (from each of the different-size groups) and revised again. The final data collection form (see Appendix C) was used to descriptor the transition programs in all 67 districts. This form was also used during the transition update.

The final descriptoring process for each district's transition programs included rating the materials sent by each district using the descriptor lists and entering the data into the databases. Because the written materials collected from the 67 school districts in Florida were independently descriptored by two ***Florida*** **Network** researchers, a major threat to the generalizability (external validity) of the findings of this study was experimenter effect (the degree to which the biases or expectations of the researchers have led to distortions of the data). In an effort to address this concern, a modification of the analytic induction approach (Borg & Gall, 1989) was employed to describe the data.

Database Construction

Filemaker Pro software and Macintosh hardware computer systems were chosen to create and maintain the databases. Once the transition program contact persons from the 67 districts responded, the data were descriptored. Each district's transition data were entered as descriptored using two formats: the district cover page and the program descriptor sheets (see Appendix C).

The district cover page for transition contains the contact person's name and address, district size, district's transition team members, and district transition program offerings. Transition program offerings include Transition, Employment Training I, Employment Training II, Employment Training III, Employment Training IV, Vocational Education, and Postsecondary. The Program Status section of this report provides an explanation of these programs. For each program offered in the district, there is a sheet describing the program. These program descriptor sheets include the transition services, curricula, planning and program documentation, interagency cooperation, and types of students served.

Verification of Database

After each district's updated transition program data were entered into the database, the cover page and program descriptor sheets for each district were printed. These data sheets were sent back to each district contact person for verification by May 1993. Data sheets were also sent to the districts that indicated no change in their programs and to those that did not respond to the request for update information. If the transition program data were descriptored inaccurately, the contact person was asked to correct the data sheets, provide documentation for the changes, and return the materials to the ***Florida*** **Network**. If transition programs or program components were missing, the contact person was asked to provide the necessary materials (e.g., forms, guidelines, handbooks, manuals) for descriptoring. If the data sheets were correct, the contact person was asked to sign a verification statement and return the data sheets. The districts that did not respond to the verification request were also contacted by phone. District contacts were asked to respond

to the verification request by June 8, 1993, in order for changes to be made to their district's data *in the final report. Requests for update information* verification yielded an actual return rate of 73%.

Study Limitations

Data collection consisted of requesting all written materials related to transition programming and services from each district contact person. Therefore, data are based on each district contact person's reporting of programs and no assumptions can be made about how this datacompletely reflect transition programs in Florida. Program reporting may have been limited due to lack of knowledge about programs within a district or to not having written information covering a program. Attempts were made by the researchers to clarify programs and to obtain written descriptions of the programs.

Periodic Update

Periodic updates of the database are important for several reasons. First, during data collection, several districts sent information on current programs, but these districts indicated that they were developing new programs or expanding existing programs. Second, at the time of data collection, other districts stated that they did not currently have programs but were developing programs. Third, ongoing state initiatives, federal initiatives, and legislative mandates will continue to impact transition programs at the district level. For example, transition-related mandates in IDEA will affect some aspects of current and future program delivery.

Transition is an emerging field that will see rapid and constant program change over the next several years necessitating updates of transition programs across Florida. These updates are crucial in maintaining the Statewide Transition Database as accurate sources of current transition program information across Florida. Additionally, these updates will provide a historical perspective on the provisions of transition services to individuals with disabilities in Florida. After each update, a *Statewide Transition Database Update Brief* will be published and disseminated.

Dissemination

One of the goals for developing the Transition Database is to disseminate descriptive database information. Unless the information stored in the databases is disseminated to practitioners and policy developers, this goal will not be met. Therefore, database information dissemination will be ongoing and will include

Results and Implications

Cover Page

A cover page was completed for each of the 67 districts. The intent of the cover page was to provide general descriptive data for each district that would give a quick overview of the district's transition programming. Cover page information includes district contact person, district size, verification date, initiatives, transition team members, and program status. A discussion of each of these components is included in this section.

Contact Person

A contact person was identified in each district to assist in data collection. The contact persons assisted in data collection by sending a copy of their district's transition or dropout prevention programming materials and by providing verification of the data entered for their district in the Statewide Transition Database. In addition, contact persons will be asked to provide periodic updates on their district's transition programming.

District Size

District size was determined by the 1990-91 Bureau of Education for Exceptional Students list of large, medium, medium/small, and small districts (see Table 4). This breakdown is important because it provides for

comparison of districts by size (see Appendix D for Florida map depicting district locations), and it allows district size concerns to be addressed. For example, small districts can learn how other small districts are delivering services and addressing issues specific to small districts such as limited job sites.

Verification

Because transition programming is being impacted by legislative and funding priorities, programs offered by districts will change from year to year. For this reason, the Transition Database will be updated on a periodic basis. In addition, the date of update verifications will be noted on the cover page. Noting the date of the last verification of the district data is important because it indicates whether or not the information in the database is current. The current verification dates listed for the Statewide Transition Database is in the Spring of 1993.

Initiatives

The Florida Department of Education has funded several transition-related initiatives. Additionally, some districts have been involved with federally funded programs. Data on district participation in state- and federally funded programs will allow for comparisons and possible explanations for why some programs are more comprehensive.

Transition Team Members

Individuals listed as being invited to attend transition planning meetings at the school district level were recorded in this section. A listing of 25 possible team members was generated (see Table 1). At least one district indicated that "all individuals appropriate" should attend the planning meeting. Two districts mandated specific individuals to attend meetings including the parent/guardian, student, transition specialist, administrator, ESE teacher, and guidance counselor. Five districts, all members of Florida Diagnostic and Learning Resource Services (FDLRS) Gateway, indicated that

the transition teams were the same as the Student Assistant Committee (SAC). Only one district indicated that an employer representative was invited to the transition planning meeting. Eight districts invited representatives from FDLRS. Postsecondary education program representatives were invited by five districts.

Transition team members can be grouped into the following five sets of individuals invited to attend transition planning meetings:

1. Family Members--parent/guardian and student
2. Other Professional Personnel--district administrator, principal, curriculum coordinator, evaluator, psychologist, transition specialist (including the occupational specialist, on-the-job training team leader, vocational placement specialist, job coach, and supported employment teacher), and guidance counselor
3. Teachers--ESE, vocational, and regular education
4. Agency Representatives--adult services, Division of Vocational Rehabilitation (DVR), Developmental Disabilities (DD), Health and Rehabilitative Services (HRS), Division of Blind Services (DBS), Association of Retarded Citizens (ARC), and Private Industry Council (PIC)
5. Others--community, employer, community college and vocational education, Florida Diagnostic and Learning Resource Services (FDLRS), Easter Seal, United Cerebral Palsy, and "others as appropriate."

Analysis of these groupings indicates that transition planning team membership in the 67 districts are comprised of other professional personnel (64%), teachers (64%), family members (66%), agency representatives (67%), and others (43%). These percentages are reported as percentages of the total 67 districts.

Table 1: Transition Team Members

Team Members	No. of Districts 1991-1992	1992-1993
Parent/Guardian	33	44
Student	33	44
District Administrator	14	17
Principal	14	20
Curriculum Coordinator	3	5
Evaluator	5	6
Psychologist	9	12
ESE Teacher	31	43
Vocational Teacher	21	28
Regular Education Teacher	8	13
Transition Specialist	16	25
Guidance Counselor	21	29
Related Service Representative	7	9
Employer Representative	1	2
Adult Service Representative	17	19
DVR Representative	18	34
DD Representative	10	11
HRS Representative	13	24
DBS Representative	6	15
ARC Representative	8	12
PIC Representative	4	8
Community Representative	5	5
FDLRS Representative	8	11
Community College/ Vocational Representative	5	10
Others	14	18

Program Status

During the initial stages of data descriptoring for the 1991 database, it became apparent that there was no consistent terminology for transition programming across Florida. Districts that had programs with similar components titled them differently. Therefore, a program with the components of community-based training would be called "supported employment" in one district and "community-based training" in another district. This was confusing and did not allow program comparisons across districts. In an effort to address these concerns, a *new* continuum of programs was developed and generic titles were given to programs. Any transition related activities that contained components consistent with those of the new continuum were considered programs.

The new continuum is comprised of seven groupings that are representative of the components of transition programs offered across Florida. Each of the seven groupings was defined based on common program components. These seven groupings are Transition, Employment Training I, Employment Training II, Employment Training III, Employment Training IV, Vocational Education, and Postsecondary (see Table 2). These titles allow for comparison by program components and not by specific program titles. Explanation of each program on the continuum is given below in the Transition Continuum section of this report.

Programs that districts currently offer or plan to offer, using the generic titles, were noted on the cover sheet. Programs listed as "in planning" were in various stages of development and contained existing components consistent with those of the continuum. For this reason, descriptor sheets were then completed for each program listed as being offered or in planning (these sheets are described below in the Program Components section of this report). For example, two program descriptor sheets were completed if a district offered or planned to offer Employment Training I and Employment Training IV. Each of the 67 districts could offer all of the seven program options described above, with a potential for 469 programs. A total of 204 programs were identified as currently being offered (186) or in planning (18) within the state.

Table 2: Transition Program Status

Program	No. of Districts Planning	Offering
Transition Planning	12	55
Employment Training I	0	26
Employment Training II	1	24
Employment Training III	2	12
Employment Training IV	1	18
Vocational Education	0	32
Postsecondary	2	19
TOTAL	18	186

A comparison of district size and type of programs offered yields interesting information (see Table 3). These data continue to show that small districts, which comprise 40% of the 67 districts, offer the majority of transition planning (33%). Large districts, which are 21% of the 67 districts, offer the majority of all programs across Florida except transition planning (25%). One possible conclusion would be that it is easier for small districts to provide overall transition planning than programs involving transportation or specific job sites. Conversely, large districts might be more able to provide a greater variety of programs because of access to a larger number of specific job sites for training and fewer transportation concerns. Comparisons solely on district size can be misleading because the comparisons do not take into account other factors such as the number of students being served, location of districts, or whether a district is rural or urban. However, such comparisons can lead to the further investigation into the reasons for the above discrepancies.

Table 3: Percentages of Districts Offering Programs by Size

	Number of Districts		Trans Prg		ET I		ET II		ET III		ET IV		Voc Ed		Post Sec	
Districts	N	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Large	14	21	14	25	9	35	9	37	4	33	9	50	13	40	9	47
Medium	13	19	13	24	7	27	6	25	4	33	3	17	8	25	6	31
Medium/Small	13	19	10	18	5	19	4	17	2	17	3	17	5	16	2	11
Small	27	40	18	33	5	19	5	21	2	17	3	17	6	19	2	11
Total	67	100	55	100	26	100	24	100	12	100	18	101*	32	100	19	100

* Percents may not equal 100% due to rounding.
N = Number of Districts.
n = Number of Programs.

Note. Adapted from "A Statewide Transition Database: What's Happening in Florida" by J. Repetto, B. Tulbert, and S. Schwartz, 1993. *Career Development for Exceptional Individuals, 16* (1), pp. 27-38. Copyright 1993 by [name of copyright holder]. Adapted by permission [need to get permission].

Transition Continuum

The type of programs offered along the *new* transition continuum throughout Florida are defined and discussed in this section. These data are based on a Spring 1993 verification date.

Transition Planning

Definition. Transition refers to general program planning and coordination designed to prepare students with disabilities for postsecondary experiences.

Discussion. The majority of the districts (82%) offer transition planning (see Table 4). These programs range from transition planning on the IEP to comprehensive planning that coordinates all training. Transition programs go beyond employment training and address daily living needs, social needs, academic needs, and other transition-related concerns.

Employment Training I

Definition. Employment Training I includes work experience programs that provide students experience in a work environment through paid and/or unpaid part-time employment without support services, such as a job coach or transition specialist, and assist them in acquiring employability skills through concurrent classroom instruction.

Discussion. Over one-third (39%) of all the districts provide students with Employment Training I programs (see Table 4). Paid and unpaid experiences were reported by the districts. Typically, these programs are open to all students in the district, including those with disabilities. Support and instruction is offered by personnel who may or may not be employed or trained in ESE. Support services include completing necessary records to assign grades, location of jobs, and limited employer contact. Classroom instruction is offered through job clubs, vocational programs, or specific employability skills classes. Job sites for students in these programs are located in competitive employment settings.

Table 4: Transition Program Offerings

County	Size	Trans Prg	ET I	ET II	ET III	ET IV	Voc Ed	Post Sec
Brevard	Large	•	•				•	
Broward	Large	•						
Dade	Large	•				•	•	•
Duval	Large	•	•			•	•	
Escambia	Large	•	•	•	•	•	•	•
Hillsborough	Large	•	•	•	•	•	•	•
Lee	Large	•					•	
Orange	Large	•	•	•			•	•
Palm Beach	Large	•	•	•	•	•	•	
Pasco	Large	•	•	•			•	•
Pinellas	Large	•	•	•	•	•	•	•
Polk	Large	•		•		•	**	•
Seminole	Large	•		•		•	•	•
Volusia	Large	•	•	•		•	•	•
Alachua	Medium	•	•	•			•	
Bay	Medium	•	•	•	•	•	•	•
Clay	Medium	•						
Collier	Medium	•	•	•	•	•	•	•
Lake	Medium	•	•				•	
Leon	Medium	•					•	•
Manatee	Medium	•	•	•	**			
Marion	Medium	•					•	•
Okaloosa	Medium	•						
Osceola	Medium	•	•	•	•		•	•
St. Lucie	Medium	•						
Santa Rosa	Medium	•					•	•
Sarasota	Medium	•	•	•	•	•	•	
Charlotte	Med/Small	•						
Citrus	Med/Small	•						
Columbia	Med/Small	•						

County	Size	Trans Prg	ET I	ET II	ET IiI	ET IV	Voc Ed	Post Sec
Gadsden	Med/Small	•	•	•			•	
Hernando	Med/Small	•	•	•		•	•	**
Highlands	Med/Small	•	•	•	•	•	•	•
Indian River	Med/Small	•						
Jackson	Med/Small	•						
Martin	Med/Small	•	•	•	•	•	•	•
Monroe	Med/Small	**	•				•	
Nassau	Med/Small	**						
Putnam	Med/Small	**						
St. Johns	Med/Small	•						
Baker	Small	•						
Bradford	Small	•	•	**	**	**	•	•
Calhoun	Small	•						
Desoto	Small	**						
Dixie	Small	•						
Flagler	Small	•	•	•		•	•	•
Franklin	Small	•						
Gilchrist	Small	•					•	
Glades	Small	**						
Gulf	Small	•						
Hamilton	Small	•	•	•	•	•	•	
Hardee	Small	**						
Hendry	Small	**						
Holmes	Small	•						
Jefferson	Small	**						
Levy	Small	•						
Liberty	Small	•						
Lafayette	Small	•						
Madison	Small	•		•				
Okeechobee	Small	•	•	•			•	
Sumter	Small	**						

County	Size	Trans Prg	ET I	ET II	ET III	ET IV	Voc Ed	Post Sec
Suwannee	Small	•						
Taylor	Small	**						
Union	Small	**						
Wakulla	Small	•						
Walton	Small	•	•	•	•	•	•	
Washington	Small	**						
TOTAL OF COUNTIES PARTICIPATING	67	55	26	24	12	18	31	20
TOTAL OF PROGRAMS IN PLANNING STAGE	12			1	2	1	1	1

Codes:
Trans Prg = Transition Programs
ET I = Employment Training I
ET II = Employment Training II
ET III = Employment Training III
ET IV = Employment Training IV
Voc Ed = Vocational Education
Post Sec = Post Secondary

Verification: Spring 1993

• Represents program existing.
** Represents program in planning stage.

Note. There are 67 counties in the State of Florida.

Employment Training II

Definition. Employment Training II includes work experience programs specifically designed for students with disabilities that provide students experience in a work environment through part-time employment with support services, such as a job coach or transition specialist, and assist them in acquiring employability skills through concurrent classroom instruction.

Discussion. Employment Training II programs are offered by 36% of all districts (see Table 4). Paid and unpaid experiences were reported by the districts. These programs differ from Employment Training I programs because they are developed specifically for individuals with disabilities. Support is given to students by personnel trained in and employed by ESE. The level of support offered to students is a key factor that distinguishes these two levels of employment training. Students are given support at the job site by a transition specialist who oversees all students working at that job location. Therefore, specific job skill training is often co-taught by the transition specialist and supervisors or co-workers employed by the company. The transition specialist locates the jobs, assists in initial student training, checks on student progress, teaches job-related skills in the classroom, and troubleshoots at the job site.

Many Employment Level II programs offer a two-year sequence. The first-year students attend school half the day taking academics and employment-skills training classes. During the remainder of the day, students explore several jobs. Throughout the second year, they are trained in a specific job during part of the day or for the entire day. Job sites for students in these programs are located in both on-campus and off-campus competitive employment settings.

Employment Training III

Definition. Employment Training III includes paid and/or unpaid competitive work for individuals with mild to moderate disabilities that

provides opportunities for interaction with the public or co-workers without disabilities, and is maintained by ongoing support services as needed, such as a job coach or transition specialist.

Discussion. Employment Training III almost doubled from 1991 with programs being offered by 18% of the districts (see Table 4). Paid and unpaid experiences were reported by the districts. This model is developed for students with mild to moderate disabilities who require specific job training by a job coach or transition specialist. Students in these programs are trained at a job site by a job coach who offers one-on-one training. The job coach or transition specialist locates the job, analyzes tasks, trains the student, fades out, and retrains or trouble shoots as needed. If a student is moved to a new job, the training process is started again from the beginning. Related employability skills training is also offered by the job coach or transition specialist. Job sites for students in these programs, located both on-campus and off-campus, might include competitive employment settings, work crews, or work enclaves.

Employment Training IV

Definition. Employment Training IV includes paid and/or unpaid competitive work for individuals with moderate to severe disabilities that provides opportunities for interaction with coworkers who are nondisabled or with the public and is maintained by intensive ongoing support services, such as job coach or transition specialist.

Discussion. Employment Training IV is offered by 27% of the districts (see Table 4). Paid and unpaid experiences were reported by the districts. This model is the same as Employment Training III except that it is developed for students with moderate to severe disabilities who require specific job training by a job coach or transition specialist. Students in these programs are trained at a job site by a job coach who offers one-on-one training. The job coach or transition specialist locates the job, analyzes tasks, trains the student, fades out, and retrains or trouble shoots as needed. If a student is moved to a new job, the training process is started again from the beginning. Related

employability skills training is also offered by the job coach or transition specialist. Job sites for students in these programs might include competitive employment, work crews, work enclaves, or sheltered employment.

Vocational Education

Definition. Vocational education refers to the use of regular or special education vocational classes (including home economics, industrial arts, etc.) in home schools, vocational centers, or community colleges as part of high school programs.

Discussion. Vocational programming was identified as being offered by 48% of the 67 districts (see Table 4). Although this percentage is higher than the 33% reported in the initial data collection, it still raises some concern as to the adequacy of the data collected or communication within districts, because, by law, every district offers vocational education programs accessible to individuals with disabilities. Vocational education program options included linkages with community colleges, inclusion of students with disabilities in *regular* vocational education programs, and vocational education programs designed for students with disabilities.

Postsecondary

Definition. Postsecondary programs include classes or services provided to students after graduation from or completion of high school programs.

Discussion. Postsecondary programming was reported to have increased from 18% to 28% in all districts offering these programs (see Table 4). Districts have built linkages either through student referral or financial assistance to community colleges and adult service agencies. These linkages have created postsecondary options that include education, training, residential services, and supported employment.

Program Components

Program components descriptored as part of this study include planning documentation, program documentation, interagency cooperation, curriculum, transition services, dropout prevention, and types of students served. These program components are discussed below as they relate to the 204 identified and descriptored programs. All programs were descriptored as an existing program if they could document the existance of any of the program components.

Planning Documentation

Planning documentation was divided into two areas: student planning forms and program planning forms.

Student Planning Forms

Student planning forms (see Table 5) include Individualized Educational Plans (IEPs), Individualized Transition Plans (ITPs), the Florida Documentation of Referral Form (FLDOC), Individualized Vocational Education Plans (IVEPs), Individualized Written Rehabilitation Plans (IWRPs), Individualized Program Plans (IPPs), and Individualized Habilitation Plans (IHPs).

Most program planning is accomplished using either IEPs (49%) or ITPs (41%) while comparatively little program planning is done using the FLDOC (13%) and the IVEPs, IWRPs, IPPs, or IHPs (3%). Districts using IVEPs, IWRPs, IPPs, or IHPs have decreased from the 11% reported in 1991. Many programs use more than one document for planning purposes; the most common combination is the IEP and ITP (33%). School district administrators may want to evaluate the practice of using several different forms to plan for student placement into transition programs as a means to reduce duplication of effort whenever possible. Additionally, IDEA mandates that transition planning be a part of the IEP process, and this change may guide the possible consolidation of planning forms and processes.

Table 5: Transition Student Planning Forms

Student Planning Forms	No. of Programs
IEP	100
ITP	84
FLDOC	26
IEP & ITP	68
IEP & FLDOC	24
ITP & FLDOC	17
IEP, ITP & FLDOC	17
IVEP, IWRP, IPP, or IHP	6

Program Planning Forms

A wide variety of program planning forms (see Table 6) are used by district transition programs in the State:

1. General Program Forms--permission, referral, agreement, meeting, and job readiness
2. Communication Forms--letters to parents, students, and employers
3. Data Collection Forms--checklists; interviews; pre- and post-placement evaluations; parent, student, and employment questionnaires; personal data sheets; and student and employer logs
4. Emergency Procedure Forms--environmental analysis and risk management
5. Other Forms--teacher planning guides; career development plans; employer applications; and curriculum-based vocational assessment (CBVA), child labor law, follow-up, travel, assessment, student action, screening, and job task analysis forms.

Table 6: Transition Program Planning Forms

Program Planning Forms	No. of Programs
General Program Forms	107
Communication Forms	67
Data Collection Forms	97
Emergency Procedure Forms	21
Other Forms	39

Although all programs engage in communication, data collection, and program planning activities, many programs did not report the use of standardized program planning forms. The 1993 study shows an increase of almost 10% in the use of a variety of program planning forms throughout the State. More than half (52%) of the programs have general program forms and (48%) of the programs are using data collection forms. Communication forms are reportedly used by a third (33%) of the programs. The number of programs reporting the use of emergency procedure forms has doubled from 5% to 10 % since 1991. This percentage is still surprisingly low since matching the job with the student characteristics (environmental analysis and risk management forms) is important. Other program planning forms are used by 19% of the programs.

Program Documentation

Program documentation (see Table 7) comprises several types of documentation:

1. Guidelines--form completion, student meetings, ITPs, and program implementation
2. Handbooks--parents, agencies, and resources
3. Promotional materials--pamphlets, brochures, video tapes, and bumper stickers

4. Policy statements--district policy and state legislative policy relating to transition
5. Training manuals or instructional materials--district staff and employers
6. Other assorted materials--program abstracts, needs assessments and action plans, mentor handbooks, IEP timelines, and vocational rehabilitation contracts.

Table 7: Transition Program Documentation

Program Documentation	No. of Programs
Guidelines	101
Handbooks	52
Promotional Materials	64
Policy Statements	86
Training Manuals or Instructional Materials	47
Other Program Documentation	23

Nearly half the programs (49%) provided written guidelines for their programs; however, many programs do not have guidelines formalized in writing. District policy statements were developed and/or state legislative policy statements were used by 42% of the programs. Other types of program documentation were used by 10% of the programs. Close to a third of the programs (31%) are using promotional materials to sell their program to employers and the community. This is an increase from 22% in 1991. A fourth of the programs (25%) reported having handbooks for parents or agencies or having handbooks detailing available resources. Additionally, training manuals or instructional materials were provided for district staff and employers by 23% of the programs. Only 14% of the programs reported providing training manuals or instructional materials for district staff and employers in 1991; however, that percentage has increased to 23% in 1993. These increases indicate that more programs are actively cultivating and

educating their community resources (parents, employers, agencies, and district staff).

Interagency Cooperation

Interagency cooperation (see Table 8) was demonstrated by interagency councils, agreements, or statements; agency directories or general agency information ; local business advisory boards; parent networks; and other cooperation (agency networks, vocational rehabilitation contracts, and agency and community-based needs assessments for vocational program design).

Agency directories or general agency information was provided by a fourth of the programs (25%) indicating at least minimal knowledge of agencies and the services they provide. Other forms of cooperation were reported by 7% of the programs. Interagency councils, agreements, or statements were reported to have been used by 44% of the programs in the state. Only 6% of the programs reported having local business advisory boards. Parent networks were also used by only 8% of the programs.

Table 8: Transition Interagency Cooperation

Interagency Cooperation	Total
Interagency Council, Agreement, or Statement	90
Agency Directory or General Agency Information	51
Local Business Advisory Board	13
Parent Network	18
Other Cooperation	14

Curriculum

Curriculum offerings reported in the 204 programs (see Table 9) included primary, secondary, functional academic, career exploration, employability skills, and other curriculums. Other curriculums provided by

districts included motivational, on-the-job training, pre-vocational, occupational training, social skills, work study, job site training, life management, specific vocational education, adult basic education, and functional nonacademic curricula.

A variety of curriculum options are being used within programs in the state. Secondary curriculum have been developed by 40% of the programs and 12 programs (6%) have developed primary curriculum. The most common type of curriculum used is employability skills (43%). Functional academic (22%), career exploration (15%), and other curricula (17%) were reported to be used less often.

Table 9: Transition Curriculum

Curriculum	No. of Programs
Primary	12
Secondary	82
Functional Academic	44
Career Exploration	31
Employability Skills	88
Other Curricula	35

Transition Services

A wide variety of services related to transition were included on forms used for transition planning such as ITPs, IEPs, and other transition planning documentation (see Table 10). These services were grouped in the following categories:

1. Employment Services
2. Support Services--Transition specialist, employment specialist, job coach, and other support personnel

3. Education and Training Services--Vocational, developmental, and community-based training; adult education; college (two-/four-year); and entrepreneurship
4. Referral Services--Referral to JTPA, DBS, DVR, HRS, UCP, DD, ARC, Easter Seal, and Goodwill
5. Family Services--Parent information, guardianship, and general family services
6. Financial Services--SSI and general family services
7. Health Services--Medical, mental health, and equipment
8. School-Based Services--Social/leisure, academic, career exploration, and life skills
9. Teacher Resources--Teacher resources and course modifications
10. Community Services--Living arrangements, transportation, and general community services
11. Follow-up Services--Agency referral and general follow-up
12. Planning Services--Guidance and counseling, vocational assessment and evaluation, and case management
13. Other Services--Adult services, trade school, work experience programs, job placement, public awareness, work study, job shadowing, exit conferences, job placement specialists, coworkers as trainers, vocational support teachers, consultation in regular vocational classes, job development counselors, and long-range postsecondary planning.

Over half of the programs (between 50 and 67%) in the state offered or discussed employment, referral to other agencies, support services, education and training for postsecondary placements, and planning. As expected, most programs focused on planning, education and training, support services necessary for successful employment of their students, and referral of their students to outside agencies for postsecondary services. Nearly half of the programs (46%) also offered or discussed school-based and community services. Family, financial, health, follow-up, teacher resources, and other services were offered or discussed by nearly a third (between 22 and 32%) of the programs.

Table 10: Transition Services

Transition Services	No. of Programs
Employment	117
Support	101
Education and Training	137
Referral	107
Family	57
Financial	53
Health	54
School-Based	96
Teacher Resources	49
Community	93
Follow-up	67
Planning	107
Other Services	45

Types of Students Served

Data on students served by transition programs were provided in several areas including age range, grade range, severity of disability, ESE population, and diploma type.

Age Range

The age range for transition programs (see Table 11) was described as being younger than 10 to older than 21 years of age. The areas that showed the most growth from 1991 to 1993 were programs offered to students between the ages of 16 and 21 (from 25% in 1991 to 40% in 1993). A much smaller number of programs were offered to students younger than 16 (22%) and older than 21 (11%).

Grade Range

The grade range for transition programs (see Table 12) was described as being from below grade 6 to postsecondary (after grade 12 or graduation). Nearly half of the programs (47%) are offered to students in the 11th and 12th grades. Over a third of the programs (37%) are offered to students in grades 9 and 10. A much smaller number of programs are available to students below the ninth grade (20%) and after the 12th grade or graduation (16%).

Table 11: Transition Age Range

Age Range (years)	No. of Programs
<10	4
10	4
11	7
12	9
13	9
14	40
15	45
16	81
17	79
18	86
19	85
20	83
21	77
>21	23

Table 12: Transition Grade Range

Grade Range	No. of Programs
<6	7
6	13
7	18
8	41
9	70
10	79
11	93
12	98
>12	34

Severity of Disability and ESE Population

Disabilities are divided into four levels of severity (see Table 13): mild, moderate, severe, and profound. About half of the programs (43%) are offered to students in the mild and moderate range while less than a third of the programs are available to students with severe (29%) and profound disabilities (15%). It is interesting to note that 27 programs (13%) are offered to students at all severity levels of disability.

Table 13: Transition Severity of Disability

Severity of Disability	No. of Programs
Mild	87
Moderate	88
Severe	60
Profound	30
All of the above	27

The ESE populations (see Table 14) used as descriptors included educably mentally handicapped (EMH), trainably mentally handicapped (TMH), profoundly mentally handicapped (PMH), speech and language impaired (SLI), emotionally handicapped (EH), severely emotionally disturbed (SED), specific learning disabled (SLD), hearing impaired (HI), visually impaired (VI), physically impaired (PI), autistic, dual sensory impaired (DSI), gifted, and other. Over a third of the programs are available to students with mild to moderate disabilities (40%)--EMH, TMH, SLD, EH; (36%)--SED; sensory disabilities (19%)--VI, HI; and physical disabilities (38%)--PI. Fewer programs are offered to students with more severe disabilities (15%)--PMH, DSI; and autistic (19%). This finding is substantiated by the data provided on the level of severity. Programs available to students with mild to moderate disabilities almost doubled since 1991. In the districts that serve autistic students there has been a significant increase (from 3% - 19%) in the percentage of programs available to these students.

Table 14: Transition ESE Population

ESE Population	No. of Programs
EMH	96
TMH	85
PMH	48
SLI	50
EH	95
SED	75
SLD	88
HI	20
VI	59
PI	78
Autistic	39
DSI	14
Gifted	11
Other	9

Diploma and Certificate Options

Several diploma (standard and special) and certificate of completion options (see Table 15) are available to students in the various programs (Transition, Employment Training I, Employment Training II, Employment Training III, Employment Training IV, Vocational Education, and Postsecondary). Most of the students who enroll in these programs are pursuing standard (38%) or special diplomas (48%). Because most programs are available to students with mild and moderate disabilities, these diploma types would be expected. Some programs (11%) are open to a wider range of students allowing the awarding of all diploma or certificate types.

Table 15: Transition Diploma and Certificate Options

Diploma and Certificate Options	No. of Programs
Standard Diploma	77
Special Diploma	97
Certificates of Completion	55
All of the above	45

Conclusions and Recommendations

Updates of the Statewide Transition Database study provide a historical perspective on transition programming across Florida. This update study has reported on programs and program components that districts were found to have in common; however, many unique program components currently being implemented in some districts were not addressed in this report (i.e., store-front schools and youth clubs).

The Statewide Transition Database identifies effective practices that prepare students with mild disabilities for postsecondary employment and education. Transition programming polices and practices in all 67 school districts can be determined through this descriptive database. The Statewide Transition Database can be used as a guide to the identification of gaps in

Florida's transition programming as well as the identification of exemplary programs to be duplicated.

The following implications were drawn from the process of data collection as well as the descriptive data gathered in Florida and reflect the growth the state is experiencing in the provision of transition services for persons with disabilities.

- While some programs are actively cultivating and educating their community resources through training, promotion and information dissemination, many programs did not report developing this important aspect of their programs. Community linkages are crucial to ensuring that programming is appropriate and meeting the needs of the community.

- The percentage of programs that reported the utilization of agency service directories or general agency information increased from 16% to 25% indicating a sharing of information between districts and agencies. Interagency collaboration is crucial to viable transition programs because success depends on the full spectrum of service providers.

- The inclusion of students as team members has increased to 44 of the districts reporting. This increase supports the intent of the IDEA legislation.

- A growing number of programs are providing written documentation in the form of guidelines, policy statements, and promotional materials. This written documentation is important in ensuring program continuation and is more easily shared within and across districts.

- Since the original data collection in 1991 there has been an increase in the number of transition programs that report an emphasis on employability skills 32%-43% and secondary curriculum 33%-40%. This trend was predicted in the *Statewide Transition Database: What's Happening in Florida* (1993) and was attributed to the process of developing transition planning.

- According to the reports received almost one-half of the transition programs are offered to students in the eleventh and twelfth grades. There has been an increase in the percentage of programs available to ninth graders, possibly indicating recognition of a need to begin transition services at an earlier age.

- Based on what was reported during the updates, transition programs are divided into four levels of disabilities; however almost half of the programs (43%) are offered to students in the mild to moderate range. Programs for students in the mild to moderate range and those offered to students with profound disabilities (15%) have doubled since the original 1991 reports.

- Comprehensive programs were reported in districts of all sizes, indicating that transition and dropout prevention programming may not be limited by district size but rather by ability to overcome barriers.

Note

All efforts were made to make the Statewide Transition Database as representative of programming across Florida as possible, but transition programming in Florida and throughout the United States is experiencing a growth spurt. For this reason, many new programs have been implemented during the short time since data were collected for this study. Additionally, documentation provided by districts may not have fully represented the current transition offerings in the district. If a district's transition programming has not been represented accurately this was not an intentional outcome. In a continual effort to assure the accuracy of the Statewide Transition Database, an opportunity will be offered to districts periodically to send new and updated program information to be descriptored and entered into the database. Once the database has been updated, *Statewide Transition Database Update Briefs* will be published and disseminated. Information concerning these programs can be shared within and across districts through ***Florida*** **Network's** Resource Center, newsletter, monographs, presentations, and other forms of dissemination. All materials sent by district contact persons are housed in ***Florida*** **Network's** Resource Center and are available for review.

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Appendix A

Contact Persons List

Statewide Transition Study Contact Persons

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Dee Jacobs
Collier

James Bray
Dixie

Rose McCoy
Franklin

Betty Bidwell
Gulf

Pat Nuzzi
Hernando

Martha McAdams
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Mary Ellen Burnett
Lake

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Orange

Jack Lamb
Pinellas

David Baldaia
Sarasota

Kathy Mariucci
Sumter

Lisa Guess
Volusia

Appendix B

Sample Materials List

Sample Materials List

Sample County

1.	Brochure	Vocational Programs (School Board)
2.	Brochure	Putting It All Together - High School, College, and Careers (School Board)
3.	Booklet	The Evaluation Club - A Motivational Approach to Transition (Project Life LAB - School Board)
4.	Booklet	Exceptional Student Education - Individual Transition Plan
5.	Booklet	From One Interagency Transition Council to Another - A Collection of Suggestions and Activities to Help Interagency Groups Promote Transition of Handicapped Youth into Adult Services
6.	Brochure	Community-Based Training Program (School Board)
7.	Packet	Community-Based Training

Additional Materials	Date Added	Initials

Appendix C

Program Descriptor Sheets

STATEWIDE TRANSITION STUDY
COVER PAGE

County

Contact

Title

Address

Phone

Fax

Suncom

Size

Verification

Initiatives

- ☐ Adult Handicapped
- ☐ Blueprint for Career Education
- ☐ Cooperative Consultation
- ☐ CBVA
- ☐ Interagency Agreement Training
- ☐ Comprehensive Transition Process
- ☐ School Improvement Pilot Site
- ☐ Strategies Intervention Model
- ☐ Supported Employment
- ☐ Tracking System Project
- ☐ OSERS Project
- ☐ FDLRS Service

Initiative Comments

Trans Team Members

- ☐ Parent/Guardian
- ☐ Student
- ☐ County Administrator
- ☐ Principal
- ☐ Curriculum Coordinator
- ☐ Evaluator
- ☐ Psychologist
- ☐ ESE Teacher
- ☐ Vocational Teacher
- ☐ Regular Education Teacher
- ☐ Transition Specialist
- ☐ Guidance Counselor
- ☐ Related Service Rep
- ☐ Employer Rep
- ☐ Adult Service Rep
- ☐ DVR Rep
- ☐ DD Rep
- ☐ HRS Rep
- ☐ DBS Rep
- ☐ ARC Rep
- ☐ PIC Rep
- ☐ Community Rep
- ☐ FDLRS Rep
- ☐ Comm Coll/Voc Rep
- ☐ Others

T Team Mem Comments

Transition Program Status	☐ Planning Stage	☐ Program
Employment Training I Program Status	☐ Planning Stage	☐ Program
Employment Training II Program Status	☐ Planning Stage	☐ Program
Employment Training III Program Status	☐ Planning Stage	☐ Program
Employment Training IV Program Status	☐ Planning Stage	☐ Program
Voc Ed Program Status	☐ Planning Stage	☐ Program
Post Sec Program Status	☐ Planning Stage	☐ Program

STATEWIDE TRANSITION STUDY
PROGRAM DESCRIPTOR SHEETS

7/18/94 County _____ Size _____

Program _____

Job Experience ☐ Paid ☐ On Campus ☐ Unpaid ☐ Off Campus

# of Students _____

Program Comments _____

Year Data Collected ☐ 1990-1991

Planning Documentation

☐ IEP	☐ Parent/Student Letters
☐ ITP	☐ Employer Letters
☐ Documentation of Referral (FL)	☐ Parent/Student Questionnaires
☐ IVEP	☐ Employer Questionnaires
☐ IWRP	☐ Agreement Forms
☐ IPP/IHP	☐ Emergency Procedures
☐ Permission Forms	☐ Personal Data
☐ Referral Forms	☐ Student Logs
☐ Other Program Forms	☐ Employer Logs
☐ Checklists	☐ Meeting Forms
☐ Interviews	☐ Job Readiness Forms
☐ Evaluation (pre placement)	☐ Others
☐ Evaluation (post placement)	

Plan Doc Comments _____

Guidelines

☐ Legislative Policy Statement	☐ Resource Handbook
☐ County Policy Statement	☐ Parent Handbook
☐ Training Manuals	☐ Agency Handbook
☐ Guidelines for Forms	☐ Promotional Materials
☐ Guidelines for Student Meetings	☐ Video Tape
☐ ITP Guidelines	☐ Inservice Information
☐ Program Guidelines	☐ Certificate of Completion
☐ Pamphlets	☐ Other

Guidelines Comments _____

Interagency Cooperation

☐ Councils	☐ Local Business Advisory Boards
☐ Agreements	☐ Parent Network
☐ Statements	☐ General Information
☐ Agency Directories	☐ Other

Inter Coop Comments _____

Curriculum ☐ Primary ☐ Secondary ☐ Functional/Academic ☐ Exploration ☐ Emp

Curriculum Comments _____

Services

☐ Employment	☐ Guardianship	☐ DD	☐ Entrepreneurship
☐ Support Services	☐ Transportation	☐ Easter Seal	☐ Transition Specialist
☐ Academics	☐ Community Services	☐ Goodwill	☐ Job Coach
☐ Life Skills	☐ Living Arrangements	☐ ARC	☐ Case Management
☐ Equipment	☐ Follow-up Services	☐ Job Corp	☐ Employment Specialists
☐ Financial	☐ Family Services	☐ Job Service of Florida	☐ Career Exploration/Education
☐ Voc Training	☐ JTPA	☐ Military	☐ Social/Leisure
☐ Guidance/Counseling	☐ DBS	☐ College(2/4 year)	☐ Agency Referral Follow-up
☐ Medical	☐ SSI	☐ Developmental Training	☐ Teacher Resources
☐ Referral	☐ DVR	☐ Community Based Training	☐ Course Modification Suggestions
☐ Voc Evaluation/Assessment	☐ HRS	☐ Adult Education	☐ Other
☐ Parent Information	☐ UCP	☐ Mental Health	

Services Comments

Student Data

Age Range

☐ L10 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ M21

Grade Range

☐ L6 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ M12

Special Education Label

☐ Educable Mentally Handicapped	☐ Specific Learning Disabilities	☐ Gifted
☐ Trainable Mentally Handicapped	☐ Hearing Impaired	☐ Other
☐ Profoundly Mentally Handicapped	☐ Visually Impaired	
☐ Speech and Language Impaired	☐ Physically Impaired	
☐ Emotionally Handicapped	☐ Autistic	
☐ Severely Emotionally Disturbed	☐ Deaf-Blind	

Diploma Type

☐ Regular ☐ Special ☐ Certificate of Completion

Special Education Level

☐ Mild ☐ Moderate ☐ Severe ☐ Profound

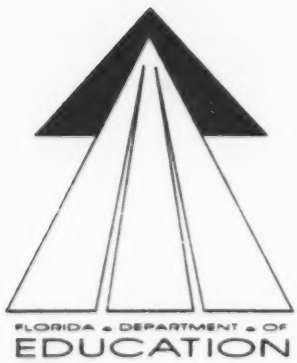
Student Data Comments

General Comments

Appendix D

State Map of Districts

FLORIDA SCHOOL DISTRICTS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